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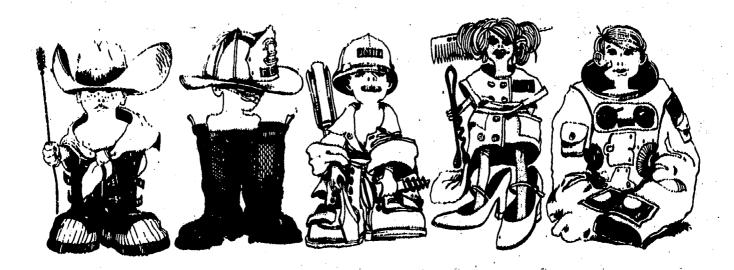
ABSTRACT

To help schools use community volunteers as part of their guidance program a Community Resource Directory has been developed by South Dakcta Career Education in cooperation with District I Youth Services System (Model Rural Development). The guide can be particularly useful when meeting some of the student needs cited in the South Dakota Counselor's Workbook. These needs would include making post high school plans, decision making, developing career awareness, exploring careers, planning careers, and finding jobs and careers. Methods of identifying and using community resources are also discussed in the directory. The Community Resource Directory is developed around the cluster format and can be used as a companion to the Cluster Inetrest Inventory and VIEW. (Author)

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COMMUNITY RESOURCES

A number of conventional education programs already make use of community resources for off-campus learning. Visits to museums, parks, and places of historical significance constitute a valuable but traditional part of most school programs. Work-study and cooperative education have been a part of vocational education for nearl, a half-century. What is innovative about the use of community learning resources for career education? That will depend upon the imagination, the intensity of use, and the practicality and career relevance of the experience. There is in every community a growing number of retired persons with rich and valuable experience in almost every career field. Service clubs and similar organizations represent another form of human resources. Despite the extensive learning resources available in every community, few schools have actually begun to make effective use of the many talented individuals residing in the community and willing to be of service to the schools.

The purpose of this guide is to help you develop, as a part of your career guidance program, a <u>Community Resource Directory</u>. This guide also suggests some uses of community volunteers in a comprehensive career guidance program.

The use of the community resources can be particularly helpful in meeting the following student needs and objectives as cited in the <u>South</u> Dakota Counselor's Workbook:

STUDENT NEED

OBJECTIVE

1. Developing Career Awareness

To become aware of the world of work and the possible career paths leading to career competency.



STUDENT NEED

OBJECTIVE

2. Exploring Careers

To enable students to explore high interest areas through experiences in and out of the school setting.

3. Planning Careers

To develop a career plan based on self-knowledge and knowledge of the world of work.

4. Finding Jobs & Careers

To assist interested students in obtaining part-time, summer, full-time employment after graduation.

The <u>Community Resource Directory</u> is developed around a 13-cluster format and can be used as a companion to the Cluster Interest Inventory and VIEW Using the cluster format can result in a survey of the entire range of occupations in the community.

Additional uses of community resource volunteers can be found in the <u>South Dakota Counselor's Workbook</u> and the <u>South Dakota Counselor's</u> <u>Ideabook</u>.



USING COMMUNITY RESOURCE VOLUNTEERS

- A. <u>Guest Presentations</u>. Teachers can use the CRD to arrange for resource speakers. The counselor can be contacted for the name(s) and telephone number(s) of potential guest speakers.
- B. Career Day. The CRD can be a valuable tool when setting up a career day. Representatives from each career cluster should be available to interested students. To involve the entire staff, teachers can be assigned clusters related to their disciplines and are responsible for arranging speakers. For example, communications and media resource speakers could be contacted by the English and/or speech instructors, with names and telephone numbers obtained through the counselor from the CRD. Career days should be planned to allow each student to attend more than one presentation.
- c. Exploratory Experiences. It is often helpful for a student considering a career to spend time with an individual currently employed in the student's high interest area. With the CRD as a guide, the counselor can contact a community resource volunteer and arrange for some type of exploratory experience under actual working conditions. These work experiences may have to take place after school, on weekends or vacations, or during the summer. Some schools allow students time away from school if the exploratory experience is arranged in advance.
- D. <u>Field Trips</u>. Field trips can serve as a meaningful career awareness experience. The CRD can help teachers identify businesses willing to conduct tours.



METHODS OF IDENTIFYING COMMUNITY RESOURCE VOLUNTEERS

- A. <u>Organizations and Service Clubs</u>. Contact such local organizations as service clubs, chamber of commerce, labor groups and business, agricultural, and professional organizations. Explain the community-based career awareness program to the organization and request volunteers from the membership. Appendix A, a copy of a letter used to explain the program, and Appendix B, a signup sheet, may be helpful.
- B. <u>Parents</u>. Have students take home a letter (such as Appendix C) explaining the career awareness program and requesting parents to volunteer.
- c. <u>School Staff</u>. Explain the career awareness program to the entire staff and compile a directory of previous employment, summer jobs, and other work experience. Appendix D is a sample of a school memo that could be used for this purpose.
- D. <u>Senior Citizens</u>. A large, usually untapped, reservoir of potential community resource volunteers are senior citizens. Contacting senior citizens and explaining the <u>Community Resource Directory</u> and the career awareness program to them can result in the recruitment of many volunteers. Usually senior citizens are more available and willing to spend more time with students interested in their former careers. Appendix E is a sample of a bulletin that could be used to recruit senior citizens.
- E. <u>Cooperative Education</u>. The CRD may also help those schools involved in cooperative education projects locate work experience sites.



Many secretarial programs, for example, provide several weeks of on-the-job training for their students. If a good relationship has been established through other activities, the employer may be more open to becoming involved in a cooperative education program.

SOME THINGS TO DISCUSS WHEN MAKING A CAREER AWARENESS PRESENTATION

- I. SIGNIFICANCE OF THESE CAREERS
 - A. Use and need to the individual
 - B. Use and need to society
 - C. Employment opportunities
 - D. General abilities and aptitudes needed
- II. REQUIREMENTS AND NEEDS
 - A. Physical
 - B. Personal
 - C. Educational
 - D. Training
 - E. Interest Factors
- III. JOB SATISFACTION
 - A. Location
 - 1. Indoors-outdoors
 - 2. Manual-mental
 - 3. Materials used
 - 4. Working conditions
 - B. Personal Factors
 - 1. Physical appearance: white collar, blue collar, etc.
- IV. ENTRY AND ADVANCEMENT
 - A. Initial job opportunities
 - B. Potential and means for advancement
- V. EDUCATIONAL AND TRAINING OPPORTUNITIES
 - A. Valuable courses in the high school curriculum
 - B. Minimum and maximum training needed to perform within the career area.
 - C. Post-high school training
 - 1. Trade or vocational school
 - 2. Evening school
 - 3. Apprenticeship
 - 4. Junior college and college
 - 5. On-the-job training

*This should be sent to volunteers to help them prepare for their presentation. These areas should also be discussed with students.



OCCUPATIONAL CLUSTERS AND JOB FAMILIES

1: AGRI-BUSINESS AND NATURAL RESOURCES

- 1-Forestry
- 2-Land and Water Management
- 3-Fisheries and Wildlife
- 4-Mining and Quarrying
- 5-Petroleum and Related
- 6-Productive Agriculture
- 7—Agri-Business (Marketing)
- 8-Agriculture Services
- 9-n.e.c.

2: BUSINESS, MARKETING AND OFFICE OCCUPATIONS

- 1-Accouting
- 2-Secretarial and Office
- 3-Management
- 4-Personnel
- 5-Finance, Insurance and Real Estate
- 6-Marketing and Selling
- 7-n.e.c.

3: COMMUNICATIONS AND MEDIA

- 1-Journalism
- 2-Telephone and Telegraph
- 3-Motion Pictures and Records
- 4-Radio and TV
- 5-n.e.c.

4: CONSUMER AND HOMEMAKER

- 1-Textiles and Clothing
- 2-Housing and Furnishings
- 3-Food and Nutrition
- 4-Family Relations and Child Development
- 5-Extension Service
- 6-n.e.c.

5: FINE ARTS AND HUMANITIES

- 1-Visual Arts
- 2-Authorship
- 3-Performing Arts
- 4-Religion and Theology
- 5-Language and Linguistics
- 6-History and Museums
- 7-n.e.c.

6: HEALTH

- 1-Mental Health
- 2-Health Technicians
- 3—Dentistry
- 4-General Hospital and Clinic
- 5-Community Health Services
- 6-Pharmacy
- 7-Medical Professionals
- 8-n.e.c.

7: MANUFACTURING AND PROCESSING

- 1-Machine Trades
- 2-Assembling
- 3-Processing
- 4-n.e.c.

8 PERSONAL SERVICE

- 1-Domestic Services
- 2-Lodging and Related
- 3-Barbering and Cosmetology
- 4-Drycleaning, Laundry and Apparel
- 5-Stewards and Attendants
- 6-food and Beverage
- 7-n.e.c.

9. PUBLIC SERVICES

- 1-Public Officials
- 2-Urban Development
- 3-Education
- 4-Protection and Correction
- 5-Post Office
- 6-Public Utilities
- 7-Labor Affairs
- 8-Social Services
- 9-Armed Services
- 10-n.e.c.

10. RECREATION, TOURISM AND LEISURE TIME

- 1-Travel Bureaus and Agencies
- 2-Tourism
- 3-Recreation
- 4-n.e.c.

11. SCHNCE, ENVIRONMENT AND ENGINEERING

- 1—Pollution and The Environment
- 2-Chemistry and Physics
- 3-Marine Science
- 4--Weuther
- 5-Biology
- 6-Astronomy
- 7-Mathematics
- 8-Architecture and Engineering
- 9—Computer Science and Electronics
- 10-n.e.c.

12: TRADES

- 1-Woodwork
- 2-Metal Work
- 3-Masonry
- 4--Electrical
- 5-Finishing and Painting
- 6-Heuvy Equipment
- 7-Mechanics
- 8-Servicemen and Repairmen
- 9-n.e.c.

13. TRANSPORTATION

- 1-Highway
- 2-Rail
- 3-Airborne
- 4-Pipeline
- 5...Water
- 6-n.e.c.

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n.e.c. (not elsewhere classified)





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Dear (Chamber Member),

The guidance department of <u>(Your School)</u> Public School is soliciting the cooperation of people from all walks of life to make themselves available as consultants to students interested in, or investigating, your occupation.

- Would you be willing to help us in one or both of the following ways?

 I. On-site Visit. This program would allow the student to visit you at your place of business. Having students visit you on the job we feel is the most realistic approach to career awareness. Most on-site conferences may have to be after school hours, on Saturday, or possibly during the summer months. These visits will be arranged through the guidance office by appointment at your convenience.
- 2. <u>Guest Speaker</u>. Under this program you would be called upon to speak at school to a group of young people about your occupation. Guest presentations will be kept as informal as possible. Again, an attempt will be made to schedule any presentation at your convenience.

The guidance department feels that no one can do as good a job of informing young people interested in your chosen field as you can. We cannot predict the extent to which students will use this service; however, I will not let this program become a burden to any volunteer.

If you are willing to take part, your name will be included in the school's <u>Community Resource Directory</u>. Additional information will be sent at a later date to those of you willing to take part in this program. If you are interested in participating, contact <u>(Your Name)</u> at <u>(Your Phone Number)</u> or return the bottom portion of this letter.

Sincerely,

(Your Name)

Return to:
Your Name
Your School
Address

I would like to be listed in the school's Community Resource Directory
and can help in the following ways:

_____Yes ____No On-Site Visit Program

_____Yes ____No Guest Presentation Program

NAME______
OCCUPATION______

TELEPHONE_____



COMMUNITY RESOURCE DIRECTORY

	Name	<u>Occupation</u>	<u>Phone</u>
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(SCHOOL LETTERHEAD)

TO: All Parents

FROM: Guidance Office (Your Name)

In developing a career awareness program, I would like to develop a resource list of all the work experiences of the parents of our students. The purpose of this list is to seek out parents who have work experience in fields of interest to our students. If you are interested in participating in this program, your name will be included in our Community Resource Directory along with the names of other community members. When this information is compiled, you may be contacted and asked to spend some time with a student(s) interested in your occupation. The guidance department feels that no one can do as good a job of informing young people interested in your chosen field as you can. We cannot predict the extent to which students will use this service; you might have several students who would want to visit you during the year, or perhaps very few. If you would like to have your name entered in the Community Resource Directory, please complete the attached questionnaire.

Mother's Name	Telephone Number
Present or former occupation(s)	an ar ar ann ann an a
Father's Name	Telephone Number
Present or former occupation(s)	



TO: All Staff Members in the Public School System
FROM: Guidance Office (Your Name)
As a part of our career awareness program, I would like to develop a
resource ist of the work experiences of all school staff members. The
purpose of this list is to seek out staff members who have had work
experience in fields of interest to our students. If you would like to
participate in the career awareness program, your name will be included
in a <u>Community Resource Directory</u> along with the names of community
members who have volunteered to discuss their career with interested
students. When this information is compiled, you may be contacted and
asked to spend some time with a student(s) interested in one of your
previous occupations. I cannot predict the extent to which students will
use this service, but I will not let this program become a burden on any
volunteer.
If you would like to volunteer, please complete this questionnaire
and return it to me as soon as possible. Thank you.
Name
Occupation(s)



(SCHOOL LETTERHEAD)

SENIOR CITIZENS